

Executive Registry

85- 1758/1

2 May 1985

MEMORANDUM FOR: Deputy Director for Intelligence

THROUGH: Director, Public Affairs

FROM: [REDACTED]

Coordinator for Academic Affairs

SUBJECT: Budget Cuts in the Department of Education's
Area Studies Programs

1. At the request of [REDACTED] of your office I made some inquiries into the status of the Department of Education's funding for area studies and language training. This is one of the action items the DCI brought back from his recent visit to the University of Pittsburg.

2. Mr. William Dingledein, Deputy Assistant Secretary for Budget at the Department of Energy, told me that OMB had zeroed their request for \$32 million in International Education Funds. The DOE had allocated \$12.2 million of these to support area studies research centers and \$7.6 million for fellowships in foreign languages and area studies. Congressional hearings have been held and the bill is now in mark up. Mr. Dingledein believes that these monies may be restored by the Congress.

3. The objections raised by Mr. Stockman are that if other Agencies such as the Department of State, Department of Defense and the CIA are interested in these programs, then we can fund them. And that since government funding accounts for only about 15-20% of a foreign area studies center's budget, the loss of this money will have little impact.

4. Secretary Weinberger and the DIA have both made strong representations to the OMB that these programs are critical to the Department of Defense and that the Department of Education should continue to fund them. It would appear that the impact of the reduction in government funding of these programs would be equally as heavy on the CIA. I recommend, therefore, that Mr. Casey join

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the Secretary of Defense in opposing the OMB cuts to this portion of the Department of Education's budget. You may want to draft a letter for the DCI's signature detailing some of the effects of this budget cut on the Directorate of Intelligence.

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Enclosure:

Article from Washington Post - 29 Apr. 85

SUBJECT: Budget Cuts in the Department of Education's
Area Studies Programs

Distribution:

Original - Addressee

1 - ER

1 - [redacted] O/Comp.

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1 - D/PAO

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2 - CAA/PAO

CAA/PAO: [redacted] (2 May 85)

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ON PAGE **A-9**

WASHINGTON POST

29 April 1983

THE FEDERAL REPORT

U.S. Lists 169 Languages As 'Critical' Nation Pursues Its Polyglot Interests

By Keith B. Richburg
Washington Post Staff Writer

In the name of national security, economic well-being and the furtherance of scientific inquiry, Uncle Sam may be in the market for bright young men and women with a passion for learning Dinka.

And Ga.

And Pashto.

Those languages are among the 169 included on a proposed list of languages that the U.S. government considers "critical." It was compiled by the Education Department, after receiving suggestions from the State, Defense and Health and Human Services departments, as well as the National Science Foundation.

The list is an outgrowth of legislation passed last year that provides about \$2.45 million to help students who want to study a "critical language." The Education Department spends \$32 million a year to help fund 93 national resource and area study centers, most of them on college campuses, where students have been studying about 150 of the languages on the list.

According to the Education Department's statement in the Federal Register, languages were included on the list after considering:

- "The national security interest in diplomatic and military situations, or strategic geographic locations;

- "The economic security interest of the United States in our economic ties with other nations; and
- "Scientific inquiry and research which have significant worldwide or regional importance."

But take the wish lists of five agencies, and the result is a list that, as one Education Department official put it, "is fairly comprehensive." The proposed list is expected to be whittled down in the next two months to a shorter, working list of a dozen or so very critical foreign tongues, officials said.

The proposed list includes some stalwarts—French, Spanish, German and Italian—as well as Russian, Arabic, Hindi, Japanese and Chinese.

Others reflect national security concerns. Afrikaans, for example, is the language of white South Africans of Dutch descent, while Pashto is spoken near the Afghan-Pakistani border.

Then there is Ewe-Fon (a member of the large family of Sudanese languages); Yoruba, spoken by about 3.5 million people in southwestern Nigeria; Dinka, spoken in the Sudan and the Upper Nile region; and Tamil, Telugu and Malayalam, which together are spoken by about 80 million people in southern India and Ceylon.

That these languages are obscure to most Americans is evidence of what linguists call our nation's "language illiteracy." Americans' general inability to speak anything but English with fluency, they say, only serves to limit our involvement and interchange with other countries and life styles.

"Every one of them [languages on the list] has a scientific interest, but you have to broaden your view of science," said one Education Department official.

"Scientific interest" may amount to a researcher who wants to study plant biology or herbal medicine in an area of sub-Saharan Africa where only Ga is spoken. Or perhaps a natural resources economist exploring for phosphates in the Sahara.

As for defining languages that are important to our economic security, this linguist said, "So many people look at it in terms of, 'Can we sell them a car?' There is a more altruistic way to look at economic development, like helping them with their trade, helping them with their raw materials."

OTHER TONGUES THE EDUCATION DEPARTMENT'S PROPOSED LIST OF "CRITICAL LANGUAGES":

Achinese	Kanuri
Acoli	Kashmiri
Afrikaans	Kazakh
Akan (Twi-Fanta)	Kikuyu
Albanian	Kirghiz
Amharic	Kongo
Arabic (all dialects)	Korean
Armenian	Kpelle (Guerze)
Assamese	Krio
Aymara	Kumauni
Azerbaijani	Kurdish
Bahasa Indonesia	Lahnda
Balinese	Lamani
Baluchi	Latvian
Bamileke	Lithuanian
Bashkir	Luba
Bassa	Macedonian
Bemba	Madurese
Bengali	Maithili
Berber (all languages)	Malagasy
Bhojpuri	Malayalam
Bikol	Manchu
Bulgarian	Mandekan (Bambara)
Burmese	Manouri
Buryat	Marathi
Cyberussian	Mayan (all languages)
Cambodian (Khmer)	Mence
Catalan	Minangkabao
Chinese (all dialects)	Mixtec
Chokwe	Mongolian
Chuvash	Morovin
Czech	More (Mossi)
Danish	Mundari-Ho

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Dari (Afghan Persian)	Nahuatl
Dinka	Neo-Melanesian
Dutch	Nepali
Efik	Newari
Eskimo	Ngala (Bangala)
Estonian	Norwegian
Ewe-Fon	Nyanja (Chewa)
Fijian	Oriya
Finnish	Oromo (Galla)
French	Papiamentu
Fulani	Pashto
Ga	Persian (Farsi)
Ganda	Polish
Gbeya	Polynesian
Georgian	Portugese
German	Panjab
Greek, Modern	Quechua
Guarani	Rappang
	Buginese
Gujarati	Romanian
Haitian Creole	Romany
Hausa	Rundi
Hebrew, Modern	Russian
Hindi	Rwanda (Ruanda)
	Sango (Ngbandi, Yakoma)
Hmong	
Hungarian	Santali
Iban (Sea Dayak)	Serbo-Croatian
Icelandic	Shona
Igbo	Sindhi
Ilocano	Sinhalese
Irish	Slovak
Italian	Slovene
Japanese	Somali
Javanese	Songha (Djerma)
Kamba	Sotho
Kannada	Turkmen
Spanish	Tuvin
Sunda	Uigur
Swahili	Ukranian
Swedish	Urdu
Tagalog	Uzbek
Tajik	Vietnamese
Tamil	Visayan
Tatar	(Cebuano, Hiligaynon-Ilonggo)
Telugu	Wolof
Temne	Yakut
Thai-Lao	Yao
Tibetan	Yiddish
Tigrinya	Yoruba
Tiv	Yucatec
Toba Batak	Zapotec
Tsonga	Zulu-Xhosa
Tungus	
Turkish	

EXECUTIVE SECRETARIAT

ROUTING SLIP

TO:		ACTION	INFO	DATE	INITIAL
1	DCI		✓		
2	DDCI		✓		
3	EXDIR		✓		
4	D/ICS		✓		
5	DDI	✓			
6	DDA				
7	DDO				
8	DDS&T				
9	Chm/NIC				
10	GC				
11	IG				
12	Compt		✓		
13	D/Pers				
14	D/OLL				
15	D/PAO		✓		
16	SA/IA				
17	AO/DCI				
18	C/IPD/OIS				
19	NIO				
20					
21					
22					
SUSPENSE		Date			

Remarks

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Executive Secretary

30 Dec 66
Date

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Executive Registry

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30 April 1985

MEMORANDUM FOR: Deputy Director for Intelligence
FROM: Director of Central Intelligence
SUBJECT: Visit to Pittsburgh

1. I had good meetings in Pittsburgh yesterday with the editorial boards of the three newspapers there, a talk to the World Affairs Council, a meeting with some 20 members of the political science and national security faculty members of the University of Pittsburgh, and dinner with 20 Chief Executive Officers at the Duquesne Club. All of these meetings went very well. The meeting at the University was particularly constructive. They made a pitch to me about pushing for the \$27 million in the Department of Education's budget for area studies. Apparently, OMB struck it out and Congress put some money back in. I'd like to know where that funding is now, what has it accomplished, what is the relationship of this program to our Third World data base? I am told that there are 90 regional university study centers around the country with some 1,000 scholars working on these area studies.

2. What do we know about it and how do we relate to this program?


William J. Casey

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